

# Pupil premium strategy statement (primary)

1. Summary information					
School	Tannery Drift First School				
Academic Year	2019 - 20	Total PP budget	£36,960	Date of most recent PP Review	September 2019
Total number of pupils	305	Number of pupils eligible for PP	22	Date for next internal review of this strategy	September 2020
<b>Current Cohort information:</b>					
Boys	14	SEN support	8	Service Child	1
Girls	8	EAL	2	EHC plan	1 pending

2. Attainment of pupils in 2018/19			
	Pupils eligible for PP (your school)		National average for all pupils
% achieving GLD	1 / 2	50%	72%
% achieving in phonics check	4 / 5	80%	82%
% achieving in reading, writing and maths at end of KS1	3 / 9	33%	
% meeting the expected standard in reading at end of KS1	4 / 9	44%	75%
% meeting the expected standard in writing at end of KS1	3 / 9	33%	69%
% meeting the expected standard in maths at end of KS1	4 / 9	44%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Lack of school readiness on entry to school.
B.	A high proportion of PPG children have multiple vulnerabilities, including SEND.
C.	Oral language skills in Reception are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for pupils who are eligible for PPG is lower than for other pupils, including some who are persistent absentees.
E.	Parenting skills for some families require comprehensive support and guidance.

<b>F.</b>	Parental academic aspirations for some PPG children are low.	
<b>G.</b>	Some families are affected by a lack of cultural capital.	
<b>4. Desired outcomes</b>		
	<i>Barrier to attainment to address</i>	<i>Success criteria</i>
<b>A.</b>	Lack of school readiness on entry to school.	Children are ready for school through well planned, high quality transition support for the child and family.
<b>B.</b>	A high proportion of PPG children have multiple vulnerabilities, including SEND.	Develop close working partnerships with families, school staff and external professionals, to ensure barriers are removed and children are able to achieve through quality first teaching.
<b>C.</b>	Oral language skills in Reception are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.	Pupil premium children develop a keen interest in reading that will have a positive impact on their writing.  Pupil premium children make expected progress in writing.
<b>D.</b>	Attendance rates for pupils who are eligible for PPG is lower than for other pupils, including some who are persistent absentees.	Attendance for PPG children is in line with national expectations and persistent absenteeism is reduced.
<b>E.</b>	Parenting skills for some families require comprehensive support and guidance.	100% of PPG children will be offered extra-curricular activities across a broad range of opportunities. Activities that require a financial contribution will be subsidised on a case by case basis.
<b>F.</b>	Parental academic aspirations for some PPG children are low.	Our broad and balanced curriculum will seek to provide a range of activities that promote and support cultural capital.
<b>G.</b>	Some families are affected by a lack of cultural capital.	Staff team, including family support worker, work closely with families and offer parenting support such as parenting courses.  An inclusive and open approach supports all families to feel comfortable in an education environment.

5. Planned expenditure					
Academic year	2019/2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupil premium children develop a keen interest in reading that will have a positive impact on their writing</p> <p>Pupil premium children make expected progress in writing</p>	<p><b>Targeted intervention</b> to support needs e.g. target readers, 1:1 comprehension, targeted support in guided or shared reading</p> <p><b>Quality first teaching.</b> Reading is part of the whole school CPD focus, including performance appraisal targets for all teachers and support staff</p> <p><b>High quality reading environments</b> in all classrooms, including book areas</p> <p>Weekly access to <b>high quality library</b> and support in choosing engaging books which are matched to children's interests</p> <p><b>4X weekly guided reading/shared reading</b> from nursery to Year 4</p> <p><b>Enhanced reading opportunities</b> e.g. Author visits, story time sessions, theatre groups, drama workshops (<b>£1100</b>)</p> <p>During termly <b>pupil progress meetings</b> and "<b>Plan, assess, do, review meetings</b> (with SENCo), discussions about PPG children and their progress</p> <p><b>Data analysis</b> and tracking of individual children</p>	<p>In order to improve number of children achieving the expected standard in writing at the end of KS1, children need to have had access to a wide range of reading opportunities</p> <p>Developing a love of reading will have a positive impact on enjoyment and achievement in all subject areas</p>	<p>Data analysis and tracking of individual children</p> <p>Termly data collection</p> <p>Termly pupil progress meetings</p> <p>Book looks</p> <p>Pupil voice</p> <p>Learning walks</p> <p>CPD – staff training</p>	SLT, English subject leader, all staff	<p>Termly:</p> <p>End of term data submission and at Pupil Progress meetings</p>
<b>Total budgeted cost</b>					<b>£1100</b>

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Develop close working partnerships with families, school staff and external professionals, to ensure barriers are removed and children are able to achieve through quality first teaching</p>	<p>Termly pupil progress meetings</p> <p>Case studies set up to effectively support the children and monitor them throughout their school journey</p> <p>Good relationships built with families. This includes family support worker who works closely with families to better understand the needs of individuals. Relevant and appropriate information communicated to class teachers and SLT <b>(£13,000)</b></p> <p>Create new position (December 2019) of Pastoral Learning Support Assistant to work closely with class teachers and SENCo and support children across the school <b>(£12,000)</b></p> <p>Funding allocated to families on a case by case basis. E.g. music tuition, colouring books, art therapy, support for trips (including residential) <b>(£1000)</b></p> <p>Appropriate nurture support offered and adapted for the needs of individuals e.g. daily lunchtime nurture group, summer camps, extracurricular opportunities like tennis club <b>(£3,950)</b></p> <p>Transition support worker to support children and families in their move to next school through Royston Area School Partnership (RASP) <b>(£2000)</b></p> <p>All pupil premium families given monetary vouchers at the start of an academic year to be spent in school as it best suits them (uniform, trips, clubs) <b>(£1,100)</b></p> <p>High expectations and aspirations offered to all children, visitors to school e.g. scientists, athletes and musicians <b>(£500)</b></p>	<p>Effective partnership between home and school gives the child the best opportunities to thrive and succeed in school and in life</p> <p>A high proportion of PPG children have multiple vulnerabilities, including SEND</p>	<p>Regular communication with families</p> <p>Termly pupil progress meetings</p> <p>Data analysis and tracking of individual children</p> <p>Parent, staff &amp; pupil voice</p> <p>Family support worker</p> <p>Designated teaching assistant for pastoral support</p> <p>Learning walks</p>	<p>Class teachers, SLT, family support worker, SENCo</p>	<p>Termly:</p> <p>End of term data submission and at Pupil Progress meetings</p>

	Signposting families to support such as parenting courses, or support outside of term time such as 'Make Lunch' in Royston where families can receive free food and take part in activities				
<b>Total budgeted cost</b>					<b>£33,550</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance for PPG children is in line with national expectations and persistent absenteeism is reduced	<p>Attendance discussed at termly pupil progress meetings</p> <p>Regular monitoring of attendance, including punctuality, by class teachers, Head Teacher and School Business Manager</p> <p>Regular correspondence with families to support them with improving attendance, including personal letters</p> <p>Family support worker liaises with families to help them remove any barriers to good attendance and punctuality, including to support with routines</p> <p>Opportunities for wrap around care such as breakfast club/stay and play (<b>£2100</b>)</p> <p>Attendance records shared with families at parent consultations</p> <p>Personalised strategies to support children with low attendance e.g. sticker chart, breakfast club</p> <p>High profile of attendance in school such as class attendance published weekly on newsletter, termly attendance cup, attendance certificates</p>	<p>Attendance rates for pupils who are eligible for PPG is lower than for other pupils, including some who are persistent absentees</p> <p>Regular monitoring will allow us to identify children quickly and begin to work with parents by opening up communication between school and home</p> <p>Working closely with our attendance officer will ensure that we are following up all possible avenues to develop and support the good or better attendance of all children</p>	<p>Monthly attendance monitoring</p> <p>Regular tracking and communication with families with significantly low attendance</p> <p>Termly pupil progress meetings</p> <p>Registers for breakfast and afterschool clubs</p>	Head Teacher, SLT, class teacher, family support worker	<p>Half termly attendance reviews</p> <p>Termly Pupil Progress meetings</p>
<b>Total budgeted cost</b>					<b>£2,100</b>